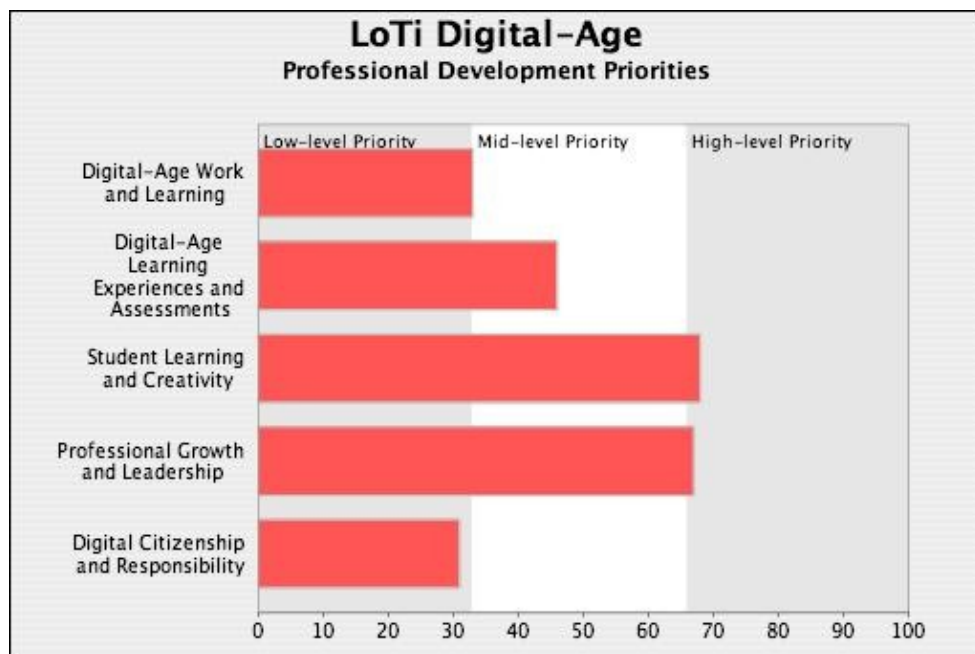


LoTi Digital-Age Survey results for **abbey.sonnenberg**, taken on Tuesday 07 Jun 2011 05:48 PM.

LoTi Digital-Age Professional Development Priorities	Priority
Digital-Age Work and Learning	Low-Level Priority
Digital-Age Learning Experiences and Assessments	Mid-Level Priority
Student Learning and Creativity	High-Level Priority
Professional Growth and Leadership	High-Level Priority
Digital Citizenship and Responsibility	Low-Level Priority

### LoTi Digital-Age Professional Development Profile





**Levels of  
Teaching  
Innovation**

LoTi  
Level  
2



**Partnership  
for 21st  
Century Skills**

Information  
and  
Communication  
Skills\*



**Marzano's  
Instructional  
Practices**

Summarizing/Notetaking\*;  
Cooperative Learning\*;  
Non-Linguistic  
Representations\*



**Daggett's  
Rigor &  
Relevance**

Quadrant  
A/Quadrant B



**Webb's  
Depth of  
Knowledge**

Level 2

\* Primarily represented at this LoTi Level, but potentially seen at the other Levels.

### Level of Technology Implementation (LoTi)

The Level of Technology Implementation (LoTi) portion of the LoTi Digital-Age Survey assesses the participant's level of implementing or supporting the instructional use of computers in the classroom.

## Level 2 - Exploration

**2**

Exploration implies that technologybased tools supplement the existing instructional program (e.g., tutorials, educational games, basic skill applications) or complement selected multimedia and/or webbased projects (e.g., internetbased research papers, informational multimedia presentations) at the knowledge/comprehension level. The electronic technology is employed either as extension activities, enrichment exercises, or technologybased tools and generally reinforces lower cognitive skill development relating to the content under investigation.

### Current Instructional Practices (CIP)

The Current Instructional Practices (CIP) portion of the LoTi Digital-Age Survey assesses the participant's current instructional practices relating to a subject-matter versus a learner-based based curriculum approach.

# CIP Intensity Level 5



At a CIP Intensity Level 5, the participants instructional practices tend to lean more toward a learnerbased approach. The essential content embedded in the standards emerges based on students need to know as they attempt to research and solve issues of importance to them using critical thinking and problemsolving skills. The types of learning activities and teaching strategies used in the learning environment are diversified and driven by student questions. Both students and teachers are involved in devising appropriate assessment instruments (e.g., performancebased, journals, peer reviews, selfreflections) by which student performance will be assessed. However, the use of teacherdirected activities (e.g., lectures, presentations, teacherdirected projects) may surface based on the nature of the content being addressed and at the desired level of student cognition.

## Personal Computer Use (PCU)

The Personal Computer Use (PCU) portion of the LoTi Digital-Age Survey assesses the participant's comfort and skill level with using computers and related technologies.

# PCU Intensity Level 5



A PCU Intensity Level 5 indicates that the participant demonstrates high skill level with using computers for personal use. Participants at Intensity Level 5 are commonly able to use the computer to create their own web pages, produce sophisticated multimedia products, and/or effortlessly use common productivity applications (e.g., Microsoft Excel, FileMaker Pro), desktop publishing software, and webbased tools. They are also able to confidently troubleshoot most hardware, software, and/or peripheral problems without assistance from technology support staff.

## Target LoTi Goal

Your Target LoTi Goal:

# Integration: Mechanical

Integration: Mechanical implies that technologybased tools are integrated in a mechanical manner that provides rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and/or outside resources (e.g., assistance from other colleagues), and/or interventions (e.g., professional development workshops) that aid the teacher in the daily management of their operational curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems as perceived by the students relating to an overall theme/concept. Emphasis is placed on student action and on issues resolution that require higher levels of student cognitive processing and indepth examination of the content.

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Tuesday, Jun 07,  
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